

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: WESTCHESTER ELEMENTARY SCHOOL

District Name: Broward

Principal: Raymond LeFevre

SAC Chair: Mary Ann Nixon

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-18-2009

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## VISION and MISSION STATEMENTS

Westchester Elementary School is dedicated to providing excellence in education through innovation; to instilling a lifelong love of learning in students and teachers; and to celebrating diversity within a caring environment. Westchester will nurture competent and thoughtful citizens who are positively engaged in the making of the future.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Westchester Elementary is located in the City of Coral Springs. We currently have 1020 students enrolled in grades PK - 5th. We are the largest of the twelve elementary schools in the City of Coral Springs. Westchester Elementary has earned a grade of "A" the last six years and has also met Adequate Yearly Progress.

#### Unique School Strengths for Next Year

Westchester Elementary has earned a grade of "A" the last six years and has also met Adequate Yearly Progress. All faculty members are Highly Qualified and we have four National Board Certified Teachers. Westchester has also been awarded the Golden School Award for the past 29 consecutive years and The Five Star Award for the past 6 years. Westchester was also recognized in the top 100 elementary schools in the state in 2007-2008 school year.

#### Unique School Weaknesses for Next Year

Due to budget cuts, the district has decided discontinue funding the SuccessMaker program, which is a computerized based program that we use to provide supplemental instruction to our students that performed level 1 or 2 on FCAT. This program was instrumental in providing support for those students in AYP subgroups such as ELL students, students with disabilities and Free and reduced lunch students.

#### Student Demographics

48.5% Female, 51.4% Male  
50% White, 18% Black, 22.5% Hispanic, 5.20% Asian, .54% Native American, 3.55% Multi-racial.  
28% of our students receive free or reduced lunch. 6.56% are ELL (English Language Learners and 11.8% are in our Exceptional Student Education Program.

#### Student Attendance Rates

Attendance rates for Westchester for 2006-2007 school year was 95.30% and the district avg for elementary schools was 94.50%. Westchesters 2007-2008 rate was 94.80% while the district's rate was 94.50% and for 2008-2009 year it was 94.70% and the district's rate was 94.50%.

#### Student Mobility

The mobility rate for 2006-2007 was 17.80%, 2007-2008 was 17%, and 2008-2009 17.70%

#### Student Suspension Rates

Internal suspension rate for the past two years was .20% in 2007-08 and .40 in 2008-09.  
External suspension rate for 2007-08 was .50% and 2008-09 was .60%.

## Student Retention Rates

Our retention rate has declined from 2.40 % in 2006-2007 school year to 1.25 in the 2007-2008 school year.

## Class Size

Class size average for PK-3 2006-07 was 16.75%; 2007-2008 was 16.93, and 2008-09 was 16.88%  
Average for 4-5 in 2006-07 was 19.85, 2007-08 20.82; and 2008-09 was 21.51.

## Academic Performance of Feeder Pattern

Westchester Elementary is a part of the Coral Glades Zone, which consists of 3 Elementary schools, 1 middle school and a high school. Our students transition into Sawgrass Springs Middle School which has been an "A" school for the past 4 years. Coral Glades High School is has been rated an "A" school for the past two years.

## Partnerships and Grants

Westchester has a successful Partners In Education Program. Our business partners play an important role in student achievement and help accomplish our school improvement goals. Business partners are guided with a partnership plan that includes goals, communication, recognition and evaluation.  
Our partners include Publix, McDonalds, Whole Foods, Cold Stone Creamery, Annie's Pizza, Red Wagon Toy Store, Learning Express Toys, and Carvel Ice Cream.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Assis Principal	Avis Goodman	Certification in Elementary Education Grades 1 - 6 Masters and Certification in Educational Leadership all levels ESOL endorsement	5	4	2008-09A Reading: 89% Math: 89% Science: 59% Writing: 90%  2007-08 A Reading: 87% Math: 86% Science: 66% Writing: 94%  2006-07 A Reading: 92% Math: 85% Science: 59% Writing: 95%  2005-06 A Reading: 89% Math: 87% Writing: 93%  All subgroups met AYP each year
Principal	Raymond LeFevre	Certification in School Principal All levels, Guidance and Counseling PK-12, Biology 6 - 12, General Science 5-9, ESOL Endorsement	9	19	2008-09A Reading: 89% Math: 89% Science: 59% Writing: 90%  2007-08 A Reading: 87% Math: 86% Science: 66% Writing: 94%  2006-07 A Reading: 92% Math: 85% Science: 59% Writing: 95%  2005-06 A Reading: 89% Math: 87% Writing: 93%  All subgroups met AYP each year

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
No data submitted					

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Educator Support Program (also known as NESS, New Educator Support System) This is a district program that all new teachers must complete. New educators receive support from a highly qualified mentor, Administration, Grade level Team Leader, and the program Liaison.	Kristina Watson - NESS Liaison	On-going from August - June	
2. Continuous Professional Development- educators are encouraged to participate in professional development workshops to help improve their craft or to receive strategies and techniques that will help them better perform their job.	Assistant Principal	On-going	
3. Grade Level Teams and Team Leaders provide support to new educators or educators that are new to the grade level. Each team meets weekly. Team Leaders meet with administration monthly and act as a liaison between administration and their respective teams.	Team Leaders and Administrators	On-going	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

## Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
65	0	22	41	37	40	100	4	4	100

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lynn Renzy	Lynn Veltri	moved Lynn Veltri from ESE teacher to 1st grade teacher. Lynn Renzy is the first grade team leader and will provide support in the area of curriculum.	Mentor and Mentee will meet and plan weekly. The mentee will also participate in staff development training and professional learning communities.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title III

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Identified level 1 and level 2 students receive remediation provided by our instructional staff. Students are also provided with after school FCAT tutorial camps.

Violence Prevention Programs

G.R.A.D.E.  
Gang Resistance and Drug Education program is taught by the school's resource officer (Coral Springs Police) to all fifth grade students. We also hold grade level assemblies on the districts anti-bullying policy. Anti-bullying lessons are taught by our Guidance Counselor.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

### Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Team consists of the Principal and/or Assistant Principal, ESE Specialist, Reading Resource Specialist, and ESE Teacher, General Education Teacher, and School Social Worker

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership Team is a support team whose primary purpose is to provide support to the teacher to increase student achievement. It includes research based instruction and interventions to struggling learners. The team meets weekly and schedules specific identified cases each week and a plan of action is developed. The team will use data that is provided by the teacher. The teacher observes and evaluates relationships between behavior, instruction, and student performance.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership team will provide information regarding successful interventions and the necessary assessments that provide information and data trends. This information will help to frame student activities. It will also help in the development of the School Improvement Plan.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

A variety of data tools are used. Baseline Data is from Benchmark Assessment 1 & 2, Florida Comprehensive Assessment Test (FCAT), SAT, Diagnostic Assessment for Reading (DAR), Developmental Reading Assessments (DRA), and Florida Assessments for Instruction in Reading (FAIR). Progress Monitoring is from assessments such as mini benchmarks, and FCAT practice test, and chapter test. Mid year and end of year data is from assessments such as FAIR, FCAT, DRA. Administration also holds data conferences with all teachers.

Describe the plan to train staff on RtI.

Professional Development will be provided for all instructional staff throughout the year beginning with training during pre-planning week. The team will also evaluate additional staff development needs during the weekly RtI meetings.

#### School Wide Florida's Continuous Improvement Model

##### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

**Reading Strengths:** Students in grades 3 - 5 surpassed the district and state average on FCAT. Our 3rd graders went from 81% in 2008 to 87% of students scoring level 3 or above in 2009. 89% of students in grades 3 - 5 met high standards in reading and 75% made learning gains.

**Reading Weakness:** 66% of our lowest 25% students made learning gains in 2009 which was a decrease from 73% in 2008. Only 79% of 4th graders met high standards on 2009 FCAT which was a decrease from 82% in 2008. 5th grade students went from 83% of students meeting mastery in 2008 to 82% in 2009.

**Math Strengths:** 89% of 3rd - 5th graders met high standards in math on 2009 FCAT. 70% made learning gains which is one percentage point up from the previous year. 89% of 3rd grade students scored at or above a level three in Math in 2009 which was an increase from 84% in 2008.

**Math Weakness:** In 2009, only 79% of 4th graders scored at or above a level three on Math FCAT. This was a decrease from the previous year's score which was 84% of 4th graders scored at or above level 3.

**Science Strength:** The percent of students scoring at level 4 increased and level 5 remained the same. Students performed better on the Life and Environmental Strand.

**Science Weakness:** 59% of 5th graders scored at or above level 3 on 2009 FCAT Science. The score went down 7 percentage points from the previous year.

**Writing Weakness:** We saw a decrease in the amount of students scoring a 3.5 or above. In 2008, 94% of students met mastery, however in 2009 only 90% met mastery.

##### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Focus is placed on the Sunshine State Standards, benchmarks and curriculum mapping when developing the Instructional Focus Calendars. The school district has developed IFCs in each of the assessed content areas. We will use these calendars as our primary instructional guide for pacing. Each team reviews the districts IFCs and adjusts them to meet the needs of the students in Westchester. Monitoring is done through Classroom Walkthroughs and data conferences.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

**Math:** Students in grades 3 - 5 performed relatively well on all tested benchmarks. 5th grade teachers will focus more on Data Analysis, and the others will concentrate more on number sense.

Reading: Reference and Research and Main Idea and Purpose

Science: Earth and Space is the least proficient strand and will be given priority focus.

Writing: Students scores were slightly lower on Narrative prompts. Additional emphasis will be placed on Narrative writing.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Data from various assessments are analyzed and reviewed. Teams meet to discuss strategies and interventions that can be utilized to help meet individual student's needs. Differentiated instruction is also implemented on each grade level. Progress Monitoring Plans are also given to students that need individualized attention. The plans address the areas of need.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Gifted and high achieving students are prepared for advanced classes and the GEM program by covering a more advanced curriculum. All students receive enrichment activities such as field trips, Guest speakers for Career Day and on site curricular programs that help students see relevance to the real world situations.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Differentiated instruction meets the needs of individual students. It allows students to experience success. Our fifth grade students are introduced to the various magnet programs that are offered at the middle school level.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Lessons are planned by reviewing district curriculum maps, instructional focus calendars, and analysis of test data. Westchester utilizes the districts instructional focus calendars in each of the assessed content areas. Each grade level team meets and adjust the IFCs as needed to align to their students specific academic needs. Along with grade level teams meeting to align instructional focus calendars, vertical teams also meet to identify and rectify any gaps.

How are instructional focus lessons developed and delivered?

Each teacher is responsible for delivering their instruction based on their student data. Data is taken from various assessments such as FCAT, BAT, Rigby, SAT, and DRA. Teams meet and discuss their grade level focus and to plan together. Also, teachers use strategies such as small group instruction and differentiated instruction to meet address the needs of all the different learners in their class.

How will instructional focus lessons be revised and monitored?

Teachers are responsible for revising their instructional focus lessons based on student achievement data. Teachers will use a variety of assessments to determine if mastery was made. Teachers use the 80/80 rule. If 80% of students did not meet mastery by 80%, then the teacher must reteach the benchmark. Instructional focus lessons are monitored by administration through Classroom Walkthroughs and quarterly data conferences. Teachers must maintain their classroom data on the school's database.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Achievement and diagnostic tests are administered throughout the school year. Assessments used are Benchmark Assessment Test (BAT 1 and 2), Mini-bats, Florida Assessment for Instruction in Reading (FAIR), Stanford Achievement Test (SAT), Fluency Probes, Diagnostic Reading Assessments, Q-BAT, Reading chapter test, Math Inventory and Chapter test, and FCAT

How are assessments used to identify students reaching mastery and those not reaching mastery?

Teachers will analyze student's performance data to determine which students met mastery and which students need remediation. Instruction is differentiated for those students that did not meet mastery. Lessons are also retaught based on the 80/80 rule. If 80% of the students did not make 80% mastery then the lesson/benchmark is retaught. Students are placed in small groups and in some cases students are ability grouped. This data is also reviewed by administration during data conferences with the teacher.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Remediation, assessment and extension activities are built into the instructional focus calendars for each grade level and subject. The instructional focus calendar will serve as a pacing guide for the content areas in each grade level. The assessment data is analyzed, the instructional focus calendar will be adjusted to embed reteaching of needed concepts and enrichment.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teams meet weekly to plan and discuss instructional focus calendars. They also share best practices through Learning Communities and staff development. Teams analyze data and address any gaps or areas of concerns of the IFCs.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and assistant principal conducts classroom walkthroughs. The data from the walkthroughs are shared during Leadership Team meetings and also during data conferences with teachers. All data is entered on the school's database. Data is inputted by each teacher and is monitored by the Principal and Assistant principal and discussed with teachers during individual and team data conferences.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Core instruction includes Harcourt materials in Math (all grades) and Reading (grades 4-5) and Macmillan materials in Reading K - 3. BEEP is also utilized for Reading, Math and Writing. Harcourt Science materials are used along with the Delta Science kits. We also utilize the districts Struggling Readers/Math Chart for interventions and supplemental materials. Other materials used are Wilson, Foundations, Road to the Code as interventions. Supplemental materials are Accelerated Reader, Math Superstars, Drops in the Bucket, and Calendar Math.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

After school tutorials are used for some students. Students who are identified as not meeting mastery on FCAT Reading and/or Math attend the CCC Lab. Teachers give identified students double dose of reading and students are also placed in small groups. Teachers also use High yield strategies, students are also placed in small group settings. some ESE and ELL students are pulled out for additional one on one assistance.

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff development needs are determined by instructional staff completing a needs analysis and by student achievement data. The Staff Development committee also meets during preplanning week to discuss the professional development needs of the staff. The committee consists of a member from each grade level. Teachers also join Learning Communities that address an area that they are interested in expanding their knowledge base. Teachers Professional Growth Plan also helps determine areas needed for development.

Which students will be targeted for supplemental and intensive instruction/interventions?

Student who scored Level 1 or 2 on FCAT Reading and Math. ESE, ELL, and retained students also receive intense instruction. Assessment and achievement data is used to determine which students are targeted for supplemental/intensive instruction.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness is measured by constant monitoring of student data. All personnel that is responsible for providing interventions meet to discuss interventions/strategies being implemented and the factors that are hindering the student from progressing. Concerns may be addressed by the RTI Leadership Team. Additional interventions/strategies are implemented to address the concerns.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students are ability grouped for reading and math instruction. Classrooms also have center activities. All students participate in Accelerated Reader Program and earn incentives. Students also participate in the Math Superstars program which is a more challenging math program.

Describe how students are identified for enrichment strategies.

Students who demonstrate mastery on FCAT are targeted for enrichment. Also 3rd - 5th grade students that are identified as gifted are placed in self contained gifted classrooms and are taught by teachers that have the gifted endorsement. Primary students take Rigby and also 1st grade students who score above 90% on Stanford Achievement.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Classroom Management, a teacher from each grade level	Assistant Principal and ESE Teacher	Monthly	During after school planning time, 2nd Weds. of each month	Discuss strategies and interventions of dealing with difficult students. Look at referral data
Differentiated Instruction, team consists of a primary teacher, intermediate teacher, reading specialist, and ESE teacher	ESE Specialist	Monthly	Every other month, beginning in September.	Focus on modifying lessons for the struggling student using data from classroom performance which includes data from test scores
Reading, a teacher from each grade level and the Reading Specialist	Reading Specialist	Monthly	After school planning once a month, team will meet and schedule each meeting date in September.	hands on activities and strategies shared. Discuss and review instructional focus calendars, discuss essential Reading Components
BEEP/Technology micro tech, teacher from each grade level, Media specialist	Media Specialist	Monthly	afterschool planning, Media Specialist schedules each meeting date, usually on a Tuesday of each month	Lesson plans that integrate technology into the curriculum, demonstrations on the use of computer programs
Leadership Team, includes all grade level team leaders, ESE Specialist, Reading Specialist, Guidance Counselor, and Administration	Administration	Monthly	Once a month, beginning a week before teachers report to work. Meetings are scheduled the third Tuesday of each month.	Data analysis, curriculum concerns, Effective practices, CWT, etc.
Use of Math Manipulatives	Math Committee	Twice a Quarter	Committee schedules meetings during the preplanning week.	Variety of ways to use manipulatives. Share best practices

### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached Supplemental Educational Services \(SES\) Notification](#)

### Pre-School Transition

Each year in May, Westchester conducts Kindergarten Round-up program. This program invites incoming Kindergarten students and parents to Westchester for a brief orientation. During the orientation, the parents get information on things

such as the kindergarten curriculum, what the kindergarten day looks like, Safety, Volunteer information, and PTA. They also get to tour the Kindergarten classrooms.

A couple of weeks before school begins, Kindergarten teachers come in and administer kindergarten screening to our incoming Kindergarten students. This screening helps with appropriate placement for the student, it also gives the teacher a snapshot of the student academically. Kindergarten teachers use this data to place students in appropriate reading groups.

## Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2009 FCAT Reading indicates that 89% of students in grades 3 - 5 scored a level 3 or above. All student subgroups met AYP targets		By June 2010, 92% of students in grades 3 - 5 will score at or above level 3 on FCAT Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will participate in school wide AR - Accelerated Reader Program.	Administration, Classroom Teachers	Teachers will monitor students use of AR by reviewing their points earned.	AR Data, Reading Assessments, BAT 1 and 2, mini-bats
2	All incoming kindergarten students will participate in summer screening. Students will also be administered FAIR.	Reading Specialist, Kindergarten teachers	Data is monitored by Reading Specialist and Administration through the use of schoolwide database. Kindergarten teachers are responsible for inputting data as it is obtained.	Concepts of Print, FLCKRS, FAIR, CWT
3	Students in grades 3 - 5 will be given mini benchmark assessments to determine progress of benchmark skills. Results are used to assist in meeting individual student needs.	Classroom Teachers in grades 3 - 5	School's database will be monitored by administration to ensure that teachers are inputting student's data. Data conferences are also scheduled with teachers.	FCAT, mini-bats, CWT, data conferences

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On 2009 FCAT, 66% of 3rd - 5th grade students in the lowest 25% made learning gains in Reading.		By June 2010, 69 % of 3rd - 5th grade students in the lowest 25% will make learning gains in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize the District's Instructional Focus Calendar	Classroom Teacher	results of chapter test, mini-bats, lesson plan checks, and CWT	Data collected from CWT, monitoring of mini-bats and benchmark assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 69 % of 3rd - 5th grade students in the lowest 25% will make learning gains in Reading.	Use of BEEP/How to Access, Implement the use of Instructional Focus Calendars	Reading Specialist and Media Specialist	September 2009	Classroom Walkthroughs and check lesson plans	Administration
By June 2010, 92% of students in grades 3 - 5 will score at or above level 3 on FCAT Reading	Test Specifications	Assistant Principal and Reading Specialist	October 2009	Classroom Walkthroughs, Mini-bats, BAT 2	Administration

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
School laptop carts	no cost	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
School Staff (Reading Specialist/Assistant Principal)	no cost	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Supplemental Resource materials	accountability/school budget	\$2,000.00
		Total: \$2,000.00
		Final Total: \$2,000.00

*End of Reading Goal*

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
89% of students in grades 3 - 5 met high standards in math on 2009 Math FCAT		By June 2010, 91% of students in grades 3 - 5 will meet high standards on Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in enrichment activities such as Calendar Math, Math Superstars, and Drops in the Bucket.	Classroom teachers, Administration	Lesson plans, Instructional Focus, and Classroom Walkthroughs	Mini-bats and Benchmark Assessment Test
2	Teachers will follow monthly Instructional Focus Calendars which specifies grade level skills for daily instruction in grades K- 5.	Administration and Team Leaders	Lesson plans and CWTs	Benchmark Assessments and mini bats
3	Teachers will utilize math lessons from BEEP portal and supporting math websites. Students will also use FCAT Explorer.	Leadership Team and Administration	Instructional Focus Calendars, and CWT	Math chapter test, mini bats, BAT, and FCAT.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2009 AYP data shows 70% of Black students and 71% of Economically Disadvantages students scored at or above grade level in math.		By June 2010, 75% of Black and Economically Disadvantage students will score at or above grade level on FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	At-Risk students in grades K-2, identified by basal test will receive small group instruction.	Teacher and Administrators	Data conferences and Classroom walkthroughs	data sheets, math chapter tests and end of year math assessment.
2	At-Risk students in grades 3 - 5 will participate in small group instruction, receive differentiated instruction and participate in SuccessMaker program for supplemental instruction.	Teachers and Administrators	data conferences, lesson plans, and CWT	FCAT, SuccessMaker data, Basal Chapter test, and mini-bats
3	Teachers will use the district's Struggling Math Chart to meet the needs of this AYP subgroup	Administration and Leadership Team	Data conferences	Mini-bats, and basal chapter test
4	Math Intervention programs in the Creative Publications series will be used to address the needs of at risk students	Administration and Leadership Team	lesson plans, CWT	BAT 2, Chapter test, and mini bats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 91% of students in grades 3 - 5 will meet high standards on Math FCAT.	Instructional Focus Calendars	Curriculum Specialist and Assistant Principal	September 2009	Lesson plans and Classroom Walkthroughs	Administrators
By June 2010, 75% of Black and Economically Disadvantage students will score at or above grade level on FCAT Math.	BEEP and integrating technology into the curriculum	Team Leaders	August 2009	Instructional Focus Calendars, Data Conferences and CWT	Administrators

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Supplemental resource materials	accountability/school budget	\$1,000.00
Total: \$1,000.00		
Final Total: \$1,000.00		

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
2009 FCAT indicates that 59% of 5th graders met high standards. This was a decrease from 66% the previous year.			By June 2010, 65% of 5th graders will meet high standards on Science FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will meet to share best practices on instruction using Delta Science Kits.	5th grade Team Leader	Classroom Walkthroughs	Science FCAT, Science Benchmark Assessment
2	The science curriculum will be enhanced by the use of a Science specials which students will attend every 6 days.	Administration	Lesson plans and instructional focus calendars	Science benchmark Assessment and Science Chapter test
3	Teachers will use Distance learning, United Streaming, and other websites that support science lessons. Students will also utilize FCAT Explorer	Administration and 5th Grade Team Leader	lesson plans and instructional focus calendars	Science Benchmark Assessment, Science chapter test
4	Teachers will use Science FCAT dailies as supplemental instruction.	Administration	lesson plans and CWT	Mini benchmarks, and Science BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 65% of 5th graders will meet high standards on Science FCAT.	Use of technology in science, such as BEEP, United Streaming, FCAT Explorer	Curriculum Specialist and Science Committee	September 2009	Data conferences and lesson plans	Administration
By June 2010, 65% of 5th graders will meet high standards on Science FCAT.	Training on how to effectively implement and monitor the Scientific process	Principal	October	CWT and lesson plans	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Replenish Science Kit materials/supplies	Accountability/PTA	\$500.00
Total: \$500.00		
Final Total: \$500.00		

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 90% of fourth graders achieved mastery on FCAT Writing. 199 Fourth graders took FCAT Writing. 100 had Expository prompt and 99 had Narrative. 88% of students scored at or above 3.5 on Exp. and 85% of students scored at or above 3.5 on Narrative prompt.		By June 2010, 93% of fourth grade students will achieve mastery on FCAT Writing by scoring 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers in fourth grade will implement the use of FCAT Writing rubric when assessing writing prompts.	4th grade Team Leader and Leadership Team	evaluation of writing prompts	6 traits rubric
2	Vertical articulation will take place between 4th and third grade teachers to study and analyze samples of student writings.	Team Leaders and Administration	Lesson plans and instructional focus calendars	data conferences and practice FCAT Writing prompt
3	Students who scored in the lowest quartile on reading FCAT will be able to attend 4th grade Writing camp	Reading Specialist	CWT	data conference and writing prompt
4	Primary teachers will participate in staff development focused on implementing the Treasures writing component.	Reading Specialist	CWT and lesson plans	Data Conferences

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 93% of fourth grade students will achieve mastery on FCAT Writing.	District Writing Curriculum and BEEP lessons	Reading Specialist and 4th grade Team Leader	October 2009	Classroom Walkthroughs and lesson plans	Reading Specialist and Administration
By June 2010, 93% of fourth grade students will achieve mastery on FCAT Writing.	Treasures Writing	Reading Specialists	November 2009	Lesson plans and instructional focus	Administration
By June 2010, 93% of fourth grade students will achieve mastery on FCAT Writing.	6 Traits Writing Rubric	4th Grade Team Leader and Reading Specialist	February 2010	Monthly Writing Prompts	Administration and fourth grade Team Leader

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on data collected from Open House, Reading and Math Night, and BINGO Night, 60% of parents participated in school related events.		Parental involvement in school sponsored events will increase to 68% during the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A variety of sources will be used to invite parents to events, such as Parentlink, Newsletters, School Marquee, and website	Assistant Principal and Leadership Team	Parent surveys	Data from attendance logs
2	Schedule more family events with our Partners in Education	Assistant Principal	Attendance logs	data logs
3	Schedule day and night PTA meetings and SAC meetings	SAC Chairperson, Principal and Assistant Principal	surveys and attendance logs	surveys and data logs
4	Student planners are used in grades 2 - 5 and folders in grades K - 1	Administration	surveys	surveys
5	Schedule annual Publix Math Night, McDonald's Night and Cold Stone Night and BINGO Night	Partners in Education Liaison	Surveys and attendance logs	surveys, attendance logs, and data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Parental involvement in school sponsored events will increase to 68% during the 2009-2010 school year.	Math and Reading Nights are held so parents can learn skills and strategies that they can use at home to help their children	Math Committee and Reading Committee	September - April	Parent surveys and attendance logs	Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
student folders (K-1) and planners (3-5)	accountabilty	\$3,500.00
		Total: \$3,500.00
		Final Total: \$3,500.00

*End of Parent Involvement Goal*

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Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	School laptop carts	no cost	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	School Staff (Reading Specialist/Assistant Principal)	no cost	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Resource materials	accountability/school budget	\$2,000.00
Mathematics	Supplemental resource materials	accountability/school budget	\$1,000.00
Science	Replenish Science Kit materials/supplies	Accountability/PTA	\$500.00
Parental Involvement	student folders (K-1) and planners (3-5)	accountability	\$3,500.00
			Total: \$7,000.00
			Final Total: \$7,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

### Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council meet on a monthly basis and discuss Innovation Zone updates and issues, Curriculum issues and/or concerns, request for accountability funds. SAC members review SIP offering ideas and giving input.

### SAC Members

#### Members

- 1) Raymond LeFevre, Principal

- 2) Mary Ann Nixon, SAC Chair
- 3) Terri Shepard, Teacher
- 4) Jean Planco, Teacher
- 5) Debbie Grogan, Business Member
- 6) Tara Hartman, Parent
- 7) Jackie Grenia, Parent
- 8) Evelyn Monteverde, Parent
- 9) Sandy Goodman, Parent
- 10) Linda Gaynor, Parent
- 11) Geri Jehlen, Parent
- 12) Ana Colmenares, Parent
- 13) Alonzo Ellis, School Support Personnel
- 14) Lauren Cooper, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTCHESTER ELEMENTARY SCHOOL 2681																
Number of students enrolled in the grades tested:														Read: 579		Math: 579		2008-2009 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		YES						
<a href="#">Click here to see Number of students in each group</a>																														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	84	Y	83	Y			Y			NA	18	16	NA	18	17	NA	18	17	NA	84	NA	77	NA	NA	NA	
WHITE	100	Y	100	Y	89	Y	89	Y			Y			NA	12	11	NA	13	11	NA	86	NA	79	NA	NA	NA	NA	NA		
BLACK	100	Y	100	Y	73	Y	70	Y			Y			NA	23	27	NA		30	NA	79	NA	70	NA	NA	NA	NA	NA		
HISPANIC	100	Y	100	Y	80	Y	79	Y			92	Y		NA	29	20	NA	26	21	NA	81	NA	76	NA	NA	NA	NA	NA		
ASIAN	100	Y	100	Y		NA		NA				NA		NA						NA										
AMERICAN INDIAN		NA		NA		NA		NA				NA		NA						NA										
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	73	Y	71	Y			92	Y		NA	36	27	NA	29	29	NA	78	NA	72	NA	NA	NA	NA	NA	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA				NA		NA						NA										
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA				NA		NA						NA										

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTCHESTER ELEMENTARY SCHOOL 2681																
Number of students enrolled in the grades tested:														Read: 580		Math: 580		2007-2008 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		YES						
<a href="#">Click here to see Number of students in each group</a>																														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	82	Y	82	Y			Y			NA	13	18	NA	19	18	NA	78	NA	76	NA	NA	NA	NA	NA		
WHITE	99	Y	99	Y	88	Y	87	Y			Y			NA	10	12	NA	14	13	NA	81	NA	80	NA	NA	NA	NA	NA		
BLACK	99	Y	99	Y	77	Y		NA					NA	16	23	NA				NA										
HISPANIC	99	Y	99	Y	71	Y	74	Y			Y			NA	19	29	NA	28	26	NA	69	NA	70	NA	NA	NA	NA	NA		
ASIAN	98	Y	100	Y		NA		NA				NA		NA						NA										
AMERICAN INDIAN		NA		NA		NA		NA				NA		NA						NA										
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	71	Y			Y			NA	24	36	NA	32	29	NA	59	NA	69	NA	NA	NA	NA	NA	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA				NA		NA						NA										
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA			Y			NA						NA										

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTCHESTER ELEMENTARY SCHOOL 2681																
Number of students enrolled in the grades tested:														Read: 563		Math: 563		2006-2007 School Grade <sup>1</sup> :		A		Did the School make Adequate Yearly Progress?		YES						
<a href="#">Click here to see Number of students in each group</a>																														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	87	Y	81	Y			Y			NA	16	14	NA	17	19	NA	81	NA	78	NA	NA	NA	NA	NA		
WHITE	100	Y	100	Y	90	Y	86	Y			Y			NA	12	10	NA	14	14	NA	83	NA	78	NA	NA	NA	NA	NA		
BLACK	100	Y	100	Y	84	Y	68	Y			NA			NA	15	NA	29	32	NA											
HISPANIC	100	Y	100	Y	81	Y	72	Y			Y			NA	15	21	NA	18	28	NA	72	NA	75	NA	NA	NA	NA	NA		
ASIAN	100	Y	100	Y		NA		NA				NA		NA						NA										
AMERICAN INDIAN		NA		NA		NA		NA				NA		NA						NA										
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	76	Y	68	Y			Y			NA	25	25	NA	27	32	NA	70	NA	75	NA	NA	NA	NA	NA	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA				NA		NA						NA										
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA				NA		NA						NA										

## SCHOOL GRADE DATA

Broward School District WESTCHESTER ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	89%	90%	59%	327	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	70%			145	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	67% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					605	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WESTCHESTER ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	86%	94%	66%	333	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	69%			144	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	73% (YES)	64% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					614	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WESTCHESTER ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	85%	95%	59%	331	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	71%			146	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	73% (YES)	72% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					622	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested